



IDAHO COUNCIL OF TEACHERS OF ENGLISH

Landscapes

Spring
2005

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Landscapes is published three
times each year.
Articles are usually submitted by
the ICTE Executive Board. People
interested in submitting articles
should contact Brandon Bolyard at:
bjbolyard@msn.com .

The students come and go Talking of Shrek and Prufrock

PAULA FISHER

PAST PRESIDENT

Working with a curriculum new to me, I grudgingly accepted the fact that I'd have to teach a T.S. Eliot poem this year and figured I'd go with the one in the textbook—"The Love Song of J. Alfred Prufrock." Kim Brydges, a good friend and teacher at Boise High suggested breaking the poem into parts and having students teach those parts to the class. I decided to try this assignment and secretly hoped that the students could teach me something about the poem.

I wasn't disappointed. I started by reading a summary of the poem from the textbook to the students and a review of Modernism as well as a little background of Eliot. Then we listened to a recording of Eliot reading the poem. Then we just discussed the students' general impressions. The theme of isolation and a man who is kind of bungling around surfaced quickly.

I divided the parts of the poem from the book and photocopied the sections and the corresponding questions and put them in page protectors. The assignment on the back told the students to define unfamiliar terms, write a paraphrase of their section and then come up with a creative way to teach that section to the class that did not involve any standing at the front and explaining



it. Students came up with activities that involved drawing, free writing, creating their own metaphors, and two of the presentations not only taught me something about the poem—they made me like it.

One mixed ability group included a student who has struggled all year, both socially and academically. Given to inane and off topic remarks, his immaturity sparked more criticism from his peers than from me. I moved him next to a student who he obviously looked up to. These two students were in one of the groups that began by showing the scene from *Shrek* when he is trying to explain to Donkey that ogres have layers like an onion. Donkey doesn't understand and goes on about parfaits. The next scene they showed was from *Shrek II*, when Shrek comes to dinner with the royal family. The father and Shrek

don't understand each other and the dinner is a disaster. After they turned off the TV, the students discussed how Prufrock is like Shrek—misunderstood. They spoke specifically of Prufrock's inability to communicate: "That isn't what I meant at all."

Another group brought "tea and cakes" and had us demonstrate the proper way to eat "tea and cakes." What kind of conversation can take place when your back is straight, you've perched a napkin on your lap and you are sipping tea? They all felt so uncomfortable, just as Prufrock seemed to.

I have this "Learning Pyramid" handout that shows that we retain 90% of what we teach to someone else (as opposed to 10% of a SHORT lecture). Not only did my students get a better understanding of Prufrock, I did as well.

Letter from the president

Appreciate entire school staff

JONELLE WARNOCK

PRESIDENT

One of my top ten favorite books of all time is *To Kill a Mockingbird* by Harper Lee. I loved reading it as a kid, I loved teaching it to ninth graders, and I love revisiting it now. As a parent, I am in awe of wise Atticus and the way he explains the world to his children. His advice sticks and his children, Scout and Jem, remember it at crucial times. In Chapter 31, after the encounter with Boo, Scout brings up one of those bits of wisdom when she says, "Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them..."

I've used that quote myself explaining things to my students throughout the years and I really thought I knew and understood it until this year when, in my first year as librarian, I'm standing in someone else's shoes. What I have found is that everyone in education has a job that other people in education don't know.

Confusing? Let me explain.

I've been a classroom teacher for eleven years. I've always worked with the library and library staff and I've had great experiences, but I didn't really know what happened in the library when my class wasn't there.

At Timberline High School in Boise, I was lucky enough to work with Barbara Pond. Every time I came in to inquire about a book or schedule my class, she stopped and talked to me. The library was a happy place to be and was the center of the school (which it should be). What I never stopped to think about was what I had interrupted. Barbara never made me feel intrusive; the library was a place where everyone had a place, but if one teacher every period stopped by the classroom to talk, that would make less time for her work to get accomplished during the work day.

The same thing has occurred with the numerous counselors and office staff I've encountered over my career. Every time I needed something from them, they made the time.

If I needed help with the copier, the secretary would not hesitate. If I wanted to discuss a student's lack of progress in my classroom, the counselor's door was always open.

I will be the first to say that teachers have busy lives and schedules because I have lived through it both as a teacher and as a daughter of a teacher. What a teacher can accomplish in a day makes me dizzy. But this year, as I've walked in a librarian's shoes, I have realized that there are others in the education world that accomplish just as much and also who make our lives easier each day. We should all appreciate each other. My current staff is great at making me feel like an invaluable part of our school.

If we would all take a moment to walk around in other educators' shoes, the school would be a happier place. So take the time to verbally appreciate each other, from the office staff to the custodial staff. Shoes come in different shapes and sizes, but they all walk in the same general direction of wanting to help kids succeed.

ICTE EXECUTIVE BOARD

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Find the 11th Grade DWA

PAULA FISHER

PRESIDENT

The latest in the mysterious disappearing 11th grade DWA debacle is that the State Board couldn't just tell me they would put together a committee to study the administration levels of the DWA when I testified before them, now they have to "officially appoint" a committee.

So keep checking the State Board agenda to see if the committee ever becomes "official." (www.idahoboard-of-ed.org)

(For the complete story, see my article in the latest *InLand*.)

Also watch for the results of the ISAT Validity study which are supposed to be released in March.

Write for *Landscapes!*

*Tired of seeing
the same people
write for the
newsletter?*

Submit your own
article to Brandon
Bolyard by
sending it to him at
bjbolyard@msn.com

'It starts with us'

'Change' will be the theme of next ICTE conference

TAMI MAHLKE

PRESIDENT ELECT

"It starts with us, then moves the world, the simple act of change."

- Camron Wright, *Letters for Emily*.

After many years of teaching eighth graders how to write an expository essay, I knew I needed to add some fresh ideas and flair to my lesson plans. I was in a rut until I attended Judy Grigg's session at the 2004 ICTE conference. I returned to my classroom and used magazines, sculptures, and Hershey's KissesKisses. The **changes** may not have shattered the earth or "moved the world", but it did affect students and their learning. Every year the conference refreshes me and allows me to make the **changes** necessary to be a better teacher.

The 2005 ICTE Conference is in Twin Falls,... and our theme is **CHANGE**. So, **change** your calendar to October and plan to join us the 6 and 7 for an awesome conference.

Oh, and save your pocket **change** to buy a few books from the two outstanding authors who will be at the conference.

Camron Wright

"Clever, heartwarming and heartfelt, *LETTERS FOR EMILY* is a novel every member of the family should read. I love it!" – Mary Higgins Clark, #1 *New York Times* Bestselling Author

A dear friend of mine gave me *Letters for Emily* for my birthday. I finished it a few hours later, and then I read it again. It is

a unique story, and we have the unique opportunity of hearing Camron Wright speak Friday, October 7, at the ICTE Fall Conference.

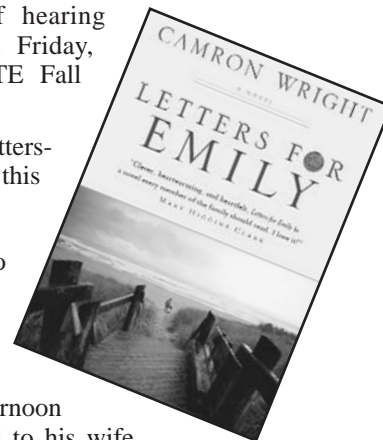
His website (www.lettersforemily.com) gives us this information:

About to turn forty, Camron came home one cold December afternoon and announced to his wife that he was thinking about writing a book. He expected her to laugh, but instead she encouraged him.

Letters for Emily was inspired by the writings of his grandfather who passed away in 1996.

Camron attended Brigham Young University and received a B.A. in Business Management. He has owned several successful retail stores as well as working in the fashion industry.

He currently lives with his wife and four children in a small town near the base of the Wasatch Mountains, just south of Salt Lake City, Utah.



Ben Mikaelson also set to speak for ICTE

EVIN FOX

ELEMENTARY REPRESENTATIVE

Ben Mikaelson, a young reader's author, has agreed to be one of the keynote speakers for the ICTE conference October 6 and 7.

In addition to working with teachers these two days, ben will be visiting local schools conducting a writer's workshop with students.

He is a big hit with students and teachers. The topics in his novels are compelling and thought-provoking. Check out

Ben's website (www.ben-mikaelson.com [without the hyphen]) for more information about this author, and take a look at his 700-pound black bear that lives with him as a pet.

My personal favorite book by Ben is *Touching Spirit* about a young man who is held accountable for his crime, and the "Circle of Justice" bans him to an uninhabited (by humans) island, where his transformation begins.

Ben's visit to the ICTE conference in October promises to be a very rich experience.



NCTE comments on No Child Left Behind

JONELLE WARNOCK

PRESIDENT

Recently, the National Council of Teachers of English joined a variety of organizations in a Joint Organizational Statement on the No Child Left Behind Act. NCTE asked its state affiliates to take the statement and send it to our state legislators. ICTE sent the letter to Governor Kempthorne and our legislators. Here is the beginning of the joint statement.

"The undersigned education, civil rights, children's, disability, and citizens' organizations are committed to the No Child Left Behind Act's objectives of strong academic achievement for all children and closing the achievement gap. We

believe that the federal government has a critical role to play in attaining these goals. We endorse the use of an accountability system that helps ensure all children, including children of color, from low-income families, with disabilities, and of limited English proficiency, are prepared to be successful, participating members of our democracy.

While we all have different positions on various aspects of the law, based on concerns raised during the implementation of NCLB, we believe the following significant, constructive corrections are among those necessary to make the Act fair and effective. Among these concerns are: over-emphasizing standardized testing, narrowing curriculum and instruction to focus on

test preparation rather than richer academic learning; over-identifying schools in need of improvement; using sanctions that do not help improve schools; inappropriately excluding low-scoring children in order to boost test results; and inadequate funding. Overall, the law's emphasis needs to shift from applying sanctions for failing to raise test scores to holding states and localities accountable for making the systemic changes that improve student achievement."

You can find out more information about this on the NCTE website. To do this, go to www.ncte.org and search under NCLB. Then scroll and read the article *NCTE joins group of organizations urging major changes for No Child Left Behind*.

Spring/Summer events rich for teachers Make plans now to visit the Treasure Valley for events

LAURA GILCHRIST

REGIONAL REPRESENTATIVE

The Treasure Valley is rich with cultural events that are of interest to teachers.

The **Log Cabin Literary Center** is still running its *Readings and Conversations* series. Sarah Vowell was the last writer for the 2004-2005 season. While she is best known for her "This American Life" contributions to NPR, Vowell is also the voice of Violet from *The Incredibles*. Vowell's essays often offer up social commentary about life in America, pop culture, history—a favorite topic of hers—and her own family. Vowell was in Boise on Monday, April

25. If you missed her appearance, check out Disk 2 "Behind the Scenes" from *The Incredibles* DVD to capture a glimpse into Vowell's personality and writing in "Vowellett—An Essay by Sarah Vowell."

The Center's nationally acclaimed Summer Writing camps have been announced. The Summer Writing Camp is for students in grades 4-8 and the Summer Writing Intensive focuses on grades 9-12. Both programs offer opportunities for young writers to work with professionals who can help them hone their writing skills. The camps are not inexpensive, but scholarship money is available. Teachers can find opportunities to participate through volunteering for the programs.

Interns are also needed. Call 331-8000 for more information or log on to <http://www.logcabinliterary.org/summercamp%202005/2005%20camp.htm> to obtain information.

The **Idaho Shakespeare Festival** has announced its 2005 season. This season, only two plays are actual Shakespeare: *The Taming of the Shrew* and *King Lear*. Other performances include *A Funny Thing Happened on the Way to the Forum*, *She Stoops to Conquer*, and *The COMPLEAT WORKS of WILLIAM SHAKESPEARE (ABRIDGED)*. *The COMPLEAT WORKS* looks to be the September performance. Draft that permission slip and letter home to parents so you can be ready to take your students on this almost all-day

excursion next fall. Look for your brochure from the festival in the mail, see <http://www.idahoshakespeare.org>, or contact the festival directly at 429-9908 for more information.

Additionally, the Festival's summer acting camp is ready to go. The camp is aimed at all ages of kids and covers movement, improvisation and more in-depth performance techniques. All groups have a performance at the end of camp. Contact Carole Whiteleather, 429-9908, for more information or to request a brochure.

Make plans to participate in these and other events, save your receipts in case your accountant sees a tax write-off, and enjoy your spring and summer.

Idaho Council of Teachers of English Fall Conference
October 6-7, 2005 Twin Falls, Idaho

**PLAN TO
PRESENT OR
ATTEND NOW!**

challenges character drama conflict creation joy courage calm care
capitalization censorship chapter citation coach cognition coherent
comedy commitment comparison comparison comparison comparison criticism

Change

"We **change** ourselves. Then others see the light within our soul."
Camron Wright

Rounding Up

LAURA GILCHRIST
REGIONAL REPRESENTATIVE

It's the end of another quarter
The mid-way between a beginning and an end
A checkpoint, a road marker, a progress report
One moment in life and I am asked—by both kid and parent:
“Do you round up?”
I pause, choosing my response carefully . . .

I'm sorry. No.

Last time I bought anything for \$.99 at the dollar store
I didn't round up.

I'm sorry. The district has set the grading scale.

My tax refund is \$2,232.68 and it wasn't rounded up.
(But surprisingly my reported earnings on my tax returns to the
IRS were.)

I'm sorry. I find students don't work as hard if their 89.5478 has been rounded up.

I have paid \$17, 257.72 into Social Security but guess what?
Not rounded up.

I'm sorry, but rounding up is unfair to students who really did earn that 90%.

At my last weigh-in at Weight Watchers I didn't round up—
For obvious reasons.

*I'm sorry, but letter grades are supposed to accurately reflect student work.
Supposed to mean*

Something.

I didn't get to round up the total votes in the 9th grade election for class president, which I lost, but COULD have tied if the results were rounded up. My bank account balance wasn't rounded up to process that check that was just \$.25 short of clearing last month. I never round up when borrowing money, negotiating a price for a new car, paying for daycare, or tipping for poor service. The statistical data I have spent 293.972 hours collecting for my Master's thesis will not be rounded up. I am told not to round up when filling up my gas tank, filling out my timecard, paying my taxes, or taking my blood pressure—which is . . . up.

No. You have asked me if I "round up", yet rounding up is not real life.
And you want me to teach meaningful lessons applicable to real life. Right?

I'm sorry. I don't round up.

Recipe Corner



ANN McMASTER
NCTE/INLAND LIASON

Springtime Brunch/Lunch/Light Supper Idea

Springtime provides many opportunities for Brunch (Easter, Mother's Day, Father's Day, Graduation, etc.), and I wanted to share a quiche I fixed for a recent family brunch that would also be great for a book club luncheon or a light supper when served with a tossed green salad, fruit bowl, and dessert.

South-of-the-Border Quiche

1 pkg. (8 ½ oz) corn muffin mix
2 Tbsp. Butter or margarine, melted
1 Tbsp. Water
13 eggs
1 ½ C. shredded Monterey Jack cheese, divided
1 lb. Bulk pork sausage, cooked and drained
1 C. milk
1 can (14 ¾ oz.) cream-style corn
2 cans (4 oz each) chopped green chilies
2 Tbsp. finely chopped onion
1 C. salsa

In a bowl, combine the muffin mix, butter, water, and 1 egg; stir just until moistened. Spread in a 13 x 9 x 2 in. baking dish. Sprinkle with ¾ C. cheese.

In a large bowl, beat the remaining eggs. Add the sausage, milk, corn chilies and onion; pour over batter.

Bake uncovered, at 350 degrees for 60 – 70 minutes or until a knife inserted near the center comes out clean.

Top with salsa and sprinkle with the remaining cheese.

Bake 10 min. longer or until cheese is melted. Let stand

5 min. before cutting. Yield: 12 – 14 servings.

(Adapted from Taste of Home's: Casserole Cookbook 2001)

Can you tell me how to get to Thebes?

Students use puppets to review literature

BRANDON BOLYARD

NEWSLETTER EDITOR

For about two days this spring my classroom resembled a low-budget version of "Sesame Street."

After finishing the first three scenes and odes of Sophocles' tragedy *Antigone*, I wanted my students to spend some time reviewing each section of the play. What better way to do this than create puppet shows?

I'm sure this idea is hardly unique, but for me the epiphany came during the fall semester in my sophomore honors English class. For whatever reason, my curriculum seems to revolve around death and destruction, and after finishing Elie Wiesel's *Night* and getting through half of *Antigone*, I could tell my students were getting weary. They needed a brief break from the nonstop rigor I kept throwing at them, so I decided to have them do puppet shows to recap the events in the play. The activity helped alleviate some stress and also filtered into my regular sophomore English classes.

Students picked groups and were assigned one section of the play. For example, one group worked on the Prologue, another worked on the Parados, another on Scene 1, etc. The students' assignment was to create a script in which they



BRANDON BOLYARD

Students update Sophocles' tragedy *Antigone* to present-day Wrestlemania with the help of puppets. Some students adapted the play to the movie *Star Wars*, while others put a modern, hip-hop spin on the play.

paraphrase their section. I figured this would help them review the main events, examine major characters, and hopefully have a little bit of fun.

The options for paraphrasing and modernizing were quite endless when students started working. Some students worked in a hip-hop style while others working on an ode chose to sing the chorus' parts.

Another requirement for each group was creating puppets (obviously). Here, again, creativity blossomed. There could have been a brief paper sack shortage in Twin Falls

after my students finished this project. The high school media center was also raided for popsicle sticks. Some students chose to create human puppets, which resembled strange marionettes and gave the class a laugh during the presentations.

Even though students were on a bare-bones budget, they also came up with scenery, props and backdrops.

Performances were a hoot, and while some students stand out as better actors/puppeteers than others, most students enjoyed watching and performing in the shows. The scripts

showed students' ability to paraphrase and understand the play, so they can actually demonstrate learning while doing something fun.

The possibilities of this are quite endless. Just recently, students raided a local church's puppet stash and performed *Antigone* via *Star Wars*, while another group (using the same type of puppets) put a Wrestlemania spin on the play.

Low budget or high budget, this activity is sure to help students better understand a piece of literature while also giving them (and you!) a good laugh.

Recipe corner continued

KATIE SPARHAWK

VICE PRESIDENT MEMBERSHIP

Pecan Brownies

1 cup butter, melted
2 cups sugar
2 teaspoons vanilla
4 eggs
1 cup flour
¾ cup cocoa

½ teaspoon baking powder
¼ teaspoon salt
½ cup chopped pecans

FROSTING:

2 cups semisweet chocolate chips
1 cup heavy cream
2 tablespoons butter
½ cup chopped pecans

Combine butter, sugar, and vanilla. Add eggs, one at a time, beating well after each. Add flour, cocoa, baking powder, and salt to butter mixture and mix well. Fold in pecans. Bake in a 9X13 pan at 350 degrees for 30-35 minutes. Cool before frosting.

For frosting, heat chocolate

chips and cream together until chocolate is melted and mixture is smooth. Stir in butter. Cover and refrigerate for 30 minutes or until the frosting achieves spreading consistency, stirring several times.

Frost brownies. Sprinkle with pecans.

Minutes:

ICTE Board of Directors Meeting - February 26, 2005

Minutes of the ICTE Board Meeting—The ICTE Board of Directors convened at 11:30 AM at Johnny Carrino's in Twin Falls. President Jonelle Warnock called the meeting to order. The following members were present: Jonelle Warnock, Paula Fisher, Gregory Taylor, Bruce Robbins, Katie Sparhawk, Deborah Straiton, Barbara Olic-Hamilton, Tami Mahlke, Ann McMaster, Laura Gilchrist, Brandon Bolyard, Janis Mottern-High, Amy Bowie, and John Poole. Excused: Evin Fox and Gail Rochelle. Absent: Kristie N. Scott.

Minutes of October meeting—Amy moved and Deborah seconded accepting the minutes. Board approved.

Treasurer's report: Gregory
Current checking balance is \$3,022.27. This is \$800 less than it was at this time last year. Current savings balance is \$4,207.80, which is \$300 more than this time last year.

Gregory commented that ICTE's expenses last year from this meeting time to conference were approximately \$4,000. \$1,600 will soon be due for the next issue of *InLand*. There is some grant money that will be used as seed money for next fall's conference, so the board doesn't need to transfer additional money to Tami at this time.

When asked if money should be transferred from savings to checking, Gregory said to wait until the May board meeting to decide if that's necessary. He sees that ICTE is "treading water" financially. The conferences are better, and they are bringing in more money; however, the organization's expenses are keeping pace with the additional revenue.

Janis moved and Brandon seconded accepting the treasurer's report. Board approved. The board thanked Gregory for serving as its treasurer.

Membership: Katie

Membership after fall conference was 153. In November, Katie

sent a recruitment letter to English department chairs, former members and ICTE board members. This brought in an additional 31 memberships for a current membership total of 184. Jonelle suggested doing this every year.

Laura moved and Gregory seconded accepting the membership report. Board approved.

NCTE Report: Ann

Ann reminded the board about the Northwest Regional Conference in Lewiston on March 16-19. She also reminded the board of the following:

April 1—Membership list due to NCTE

May 1—2005 Affiliate Award applications due to NCTE

May 25—registration form for the Affiliate Leadership Meeting in Myrtle Creek, SC due. The board discussed sending a representative but decided that the cost was prohibitive at this time.

NCTE Cosponsored Speaker program is available for fall conference

Submit information on fall conference to NCTE, and they will help publicize it

NCTE has complimentary affiliate exhibit kits available for fall conference

Newsletter: Brandon

Each board member needs to submit an article to Brandon by April 1st for the newsletter. Note that his new email address is: bjbolyard@msn.com.

InLand Report: Ann

The last issue was beautiful and had great articles. The next deadline is June 1st. The focus topic is diversity in education.

Fall Conference 2004: Katie

The ICTE profit from the fall conference was \$2,807.57. It was a great conference. Selling conference sweatshirts was a new revenue idea. 18 sweatshirts were sold at \$25. The sweatshirts brought in \$450.00 with a net profit of \$286.20.

Fall Conference 2005: Tami

October's conference will be held at O'Leary Junior High in

Twin Falls. Tami has applied for several grants to fund speakers for this conference. A local foundation—the Keveren Foundation—has awarded ICTE \$2,000 to bring in one author for the conference. Tami is looking at bringing in Camron Wright, the author of *Letters for Emily*. She has also requested \$4,000 from the Idaho Humanities Council, but that grant hasn't been decided yet. She'd like to use that grant money to bring in Ben Mikaelson as a speaker and workshop presenter. She will also look at NCTE's list of cosponsored speakers.

Brandon shared a copy of the call for proposals for presentations. The due date for those proposals will be July 31st.

Tami recommended that the cost of the conference stay the same as 2004. The regular conference registration was \$65, which included \$30 for ICTE dues. She also recommended that there be a \$45 conference registration fee for first year teachers, student teachers and conference presenters.

Janis moved to keep the 2005 conference fees the same as the 2004 conference. Brandon seconded, and the board approved.

Fall Conference 2006: Paula and Laura

Paula has reserved Capital High School in Boise for this conference. The theme for the conference is "As Far as Words Go: Reinvesting in the Power of Words." She has talked to the IHC about applying for a grant to bring Sherman Alexie to the conference. Another possibility is to bring in Taylor Mali with Slamnation Poetry. She encouraged the board to check out his poetry at www.taylormali.com. Some of the poetry he writes is about teaching. His cost is \$2,500 plus airfare. She will continue to pursue grants.

Scholarship/TOY: Paula

Paula has received several nominations for both awards. Debra Kemper at Twin Falls High School will receive the Prentice Hall Leadership Award. Phyllis

McCormick at Hillside Junior High in Boise will receive the \$500 ICTE Teacher Scholarship. The Teacher of the Year award will be announced during fall conference in October.

NCTE Regional Conference: Jonelle

Neither Jonelle nor Tami are going to this conference. Bruce is presenting at the conference and BSU is covering some of his expenses. He will be our board president's proxy at the conference in Lewiston on March 16-19.

Gregory moved that ICTE cover Bruce's additional expenses up to \$100 for attending the NCTE Regional Conference in Lewiston. Laura seconded the motion, and the board approved.

NCTE National Conference: Jonelle and Janis

Jonelle and Janis asked if the fall newsletter's deadline could be moved back one week, so that the board president's report of the national conference could be included in that issue. It was decided that a report from Jonelle and Janis about the Indianapolis conference should be included as a flashback in the spring newsletter.

Ideas Booklet: Bruce

Six board members have sent teaching ideas to Bruce. He hasn't received any ideas from other members. The rest of the board needs to send a teaching idea to Bruce. He needs about thirty, so board members should encourage other teachers to submit ideas to Bruce. Ideas need to come from teachers outside of Ada County too. Ideas can be for a one-day lesson or part of a day's lesson or how to do an entire unit.

PLEASE SEE **BOARD** ON PAGE 8



Board

Continued from page 7

It can be an idea from something a person presented at a previous conference. It doesn't have to be a new idea. If the board is going to do this, the booklet needs to be produced before October's conference in Twin Falls.

New Business:

Fall Conference 2007: Jonelle

Maybe this conference should be in Sun Valley? Jonelle suggested that the board start talking about it and look for two people to chair it. Many board members have done conferences, so there's a group memory that makes chairing a fall conference easier than it used to be.

NCTE and NCLB: Jonelle

Jonelle shared a copy of a letter that she sent as ICTE's president to Governor Kempthorne and Senator Craig. A copy of the letter will be included in the next newsletter.

Paula suggested writing to legislators about reviving the DWA for 11th graders.

There's no new news on merit pay. The committee is still listen-

ing to reports. Gregory and Jonelle have been attending the committee meetings.

Jonelle suggested that board members email legislators about continuing funding to support new teachers by supporting mentoring programs.

Position Changes: Jonelle

The following nominations will be presented for the membership to vote on at fall conference:

Treasurer—Blas Telleria, Jr.

President-Elect—Katie Sparhawk

Membership—Laura Gilchrist

Secretary—Jonelle Warnock

The board will also need a new regional representative to replace Laura Gilchrist. This position is a board appointed position. Jonelle suggested appointing Gregory Taylor.

At the next board meeting, the board will vote on these suggested nominations or suggest other candidates for the nominations.

Steinbeck Conference: Katie

Katie shared a call for papers for "Steinbeck and His Contemporaries," a conference sponsored by BYU that will be held in Sun Valley on March 22-25, 2006. Proposals are due by September 15, 2005. Contact: Dr. Stephen George at GeorgeS@byu.edu for more information.

National Writing Project:

Paula

This will be held at BSU from June 13-July 8th. Applications are due March 15th. Contact either Paula or Jeff Wilhelm at BSU about this program. Scholarship money is available for credit costs and lodging.

Treasurer's Addendum:

Gregory

After paying lunch and mileage costs for today's meeting and the \$1,600 for InLand, ICTE will have a balance of about \$300. Gregory motioned to change the reimbursement multiplier for mileage from its current .325 to .2 effective at the May board meeting. Barbara

seconded, and the board approved the motion.

Gregory also noted that future fall conference chairs will have to follow Tami's lead and go after grants more aggressively. If not, ICTE will need to either raise registration fees for the conference or cut operation costs. One suggested area to look at is the cost of sending the president to national conference.

Next Meeting:

The next board meeting will be held on Saturday, May 21st at 11:30 in Twin Falls. Janis was charged with finding a different venue for this meeting.

Meeting was moved to adjourn by Brandon with a second from Janis. Board approved.

Respectfully submitted,
Barbara Olic-Hamilton



THE IDAHO COUNCIL OF
TEACHERS OF ENGLISH

Brandon Bolyard, Newsletter Editor
610 Saratoga Dr. Apt. 203
Twin Falls, ID 83301